



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

Mile Post 4, Indian Route 6, San Carlos, AZ 85550

San Carlos Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06	Underperforming
2004-05	Performing
2003-04	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Ms. Elberta Louise Monroe
 Schedule : 07:00 AM to 06:00 PM
 Grades : 6-8
 Web Address :
 Phone Number : (928) 475-2262
 Fax Number : (928) 475-2431
 E-mail : scjh_braves@comcast.net

Mission

San Carlos Junior High provides a safe, disciplined learning environment which meets student needs with a challenging curriculum emphasizing social skills and cultural awareness. We maintain a healthy relationship between staff, students, parents, and the community ensuring our students' future success.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	Met
2003-04	Not Met

School Improvement Status (b)

2005-06	Restructure(Plan)
2004-05	Restructure(Plan)
2003-04	Restructuring

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü To improve student achievement by 10% in Math standards.
- ü To improve student achievement by 10% in Reading standards.
- ü All students will improve math skills in problem solving, number concepts and computation.
- ü All students will demonstrate growth in vocabulary, reading fluency and comprehension across the curriculum.

Enrollment

October 1, 2005 School Year Student Enrollment : 314
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 7

Instructional Programs

- Ü Accelerated Reader Program (grades 6-8)
- Ü Accelerated Math Program (grades 6-8)
- Ü PLATO/edu-Test
- Ü After school Tutoring Program
- Ü 10th Period Intervention/Enrichment
- Ü AIMS Inschool Tutoring Program
- Ü On-site Special Education
- Ü Alternative Junior High

Calendar Information

Number of Instruction Days :	181
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

SCJH is responsible for:

Monthly calendar
 Four report cards, Oct., Dec., Mar., and May
 School newsletters
 Four parent/teacher conf. the 5th week of 9th grading period
 Open house
 Family/Literacy night
 Conferences with grade level team, e.g student behavior/academic concerns
 Students placed on behavior/academic contracts

Parents are kept informed of the Sch. Impr./Restructuring plan. We continually do our best to communicate with parents about issues that deal with their child.

Parents

Parents are informed of the expectations from parents, teachers and student to increase student achievement. Parents provide support to ensure that their child is in school everyday, support teacher expectations, involvement in parent meetings and conferences. Support and provide input of student/parent handbook. Encouraged to join site council, support extracurricular activities and understand goals of SCJH. Tribal organization supports parents with funding for student clothing.

Transportation Policy

The San Carlos School District provides transportation to all students attending SCJH. Transportation of students is a privilege and not a requirement, except for transportation of students with disabilities as indicated in their IEPs. Transportation is also used for student trips and sporting events. The transportation dept. first priority is school safety. When student behaviors arise the behaviors are addressed immediately. Student travel from 1 to 25 miles one way to school.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Regional Girls Basketball Champs	2002
Ü Girls Runner-up Basketball	2004
Ü Boys Runner-Up for Central Jr. High League	2002
Ü Girls Volleyball Champions Central Jr. High League	2002

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	84	79327	93	93	98	454	454	518	64	64	19	24	24	20	12	12	46	NA	NA	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	41	38961	100	100	98	456	456	520	61	61	16	29	29	20	10	10	48	NA	NA	16
Male	43	43	40295	88	88	97	453	453	516	67	67	21	19	19	19	14	14	44	NA	NA	16
African American	--	--	4247	--	--	98	--	--	499	--	--	27	--	--	24	--	--	41	--	--	8
Hispanic	--	--	32327	--	--	98	--	--	499	--	--	27	--	--	25	--	--	41	--	--	8
Asian/Pacific Islander	--	--	1939	--	--	99	--	--	556	--	--	6	--	--	10	--	--	47	--	--	36
American Indian/Alaskan Native	80	80	4391	94	94	96	453	453	489	68	68	32	20	20	27	13	13	36	NA	NA	4
White	NC	NC	36373	NC	NC	98	NC	NC	538	NC	NC	10	NC	NC	14	NC	NC	52	NC	NC	25
Students with Disabilities	19	19	9321	95	95	87	441	441	467	84	84	54	16	16	22	NA	NA	21	NA	NA	3
Students without Disabilities	65	65	70006	93	93	100	458	458	524	58	58	14	26	26	19	15	15	49	NA	NA	18
Limited English Proficient Students	--	--	9431	--	--	95	--	--	466	--	--	53	--	--	27	--	--	18	--	--	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	82	82	37097	91	91	97	455	455	498	63	63	27	24	24	25	12	12	41	NA	NA	7
Non-Economically Disadvantaged	NC	NC	42230	NC	NC	99	NC	NC	535	NC	NC	11	NC	NC	15	NC	NC	50	NC	NC	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	85	79501	94	94	98	443	443	497	39	39	10	47	47	25	14	14	60	NA	NA	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	41	39062	100	100	99	445	445	502	37	37	8	44	44	23	20	20	64	NA	NA	5
Male	44	44	40368	90	90	98	442	442	491	41	41	13	50	50	27	9	9	57	NA	NA	3
African American	--	--	4279	--	--	99	--	--	485	--	--	14	--	--	30	--	--	54	--	--	2
Hispanic	--	--	32389	--	--	98	--	--	478	--	--	16	--	--	34	--	--	48	--	--	1
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	519	--	--	3	--	--	14	--	--	73	--	--	9
American Indian/Alaskan Native	81	81	4401	95	95	96	441	441	473	41	41	17	48	48	40	11	11	43	NA	NA	1
White	NC	NC	36446	NC	NC	99	NC	NC	516	NC	NC	4	NC	NC	15	NC	NC	73	NC	NC	7
Students with Disabilities	20	20	9411	100	100	88	432	432	453	50	50	36	45	45	36	5	5	26	NA	NA	1
Students without Disabilities	65	65	70090	93	93	100	447	447	502	35	35	7	48	48	24	17	17	65	NA	NA	5
Limited English Proficient Students	--	--	9401	--	--	94	--	--	443	--	--	40	--	--	46	--	--	14	--	--	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	83	83	37183	92	92	97	444	444	479	37	37	16	48	48	34	14	14	49	NA	NA	1
Non-Economically Disadvantaged	NC	NC	42318	NC	NC	99	NC	NC	513	NC	NC	5	NC	NC	17	NC	NC	70	NC	NC	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	83	80000	92	92	99	514	514	564	2	2	3	37	37	11	60	60	75	NA	NA	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	41	39288	100	100	99	524	524	579	2	2	2	27	27	6	71	71	77	NA	NA	16
Male	42	42	40644	86	86	98	505	505	549	2	2	4	48	48	15	50	50	74	NA	NA	7
African American	--	--	4307	--	--	99	--	--	551	--	--	4	--	--	13	--	--	75	--	--	7
Hispanic	--	--	32672	--	--	99	--	--	548	--	--	4	--	--	14	--	--	76	--	--	6
Asian/Pacific Islander	--	--	1945	--	--	99	--	--	592	--	--	1	--	--	4	--	--	69	--	--	25
American Indian/Alaskan Native	79	79	4424	93	93	97	511	511	549	3	3	3	39	39	14	58	58	77	NA	NA	5
White	NC	NC	36602	NC	NC	99	NC	NC	579	NC	NC	2	NC	NC	7	NC	NC	75	NC	NC	16
Students with Disabilities	18	18	9919	90	90	93	485	485	505	NA	NA	9	78	78	35	22	22	54	NA	NA	2
Students without Disabilities	65	65	70081	93	93	100	522	522	571	3	3	2	26	26	7	71	71	79	NA	NA	12
Limited English Proficient Students	--	--	9571	--	--	96	--	--	502	--	--	10	--	--	29	--	--	60	--	--	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	82	82	37534	91	91	98	514	514	547	2	2	4	38	38	15	60	60	76	NA	NA	5
Non-Economically Disadvantaged	NC	NC	42466	NC	NC	100	NC	NC	578	NC	NC	2	NC	NC	7	NC	NC	75	NC	NC	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	94	94	78546	89	89	97	495	495	543	48	48	15	26	26	18	24	24	52	2	2	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	49	38645	86	86	98	496	496	545	43	43	13	31	31	18	24	24	54	2	2	15
Male	45	45	39792	92	92	97	493	493	542	53	53	17	20	20	17	24	24	50	2	2	15
African American	--	--	4205	--	--	97	--	--	524	--	--	22	--	--	22	--	--	49	--	--	7
Hispanic	--	--	31177	--	--	97	--	--	524	--	--	22	--	--	23	--	--	48	--	--	7
Asian/Pacific Islander	--	--	1940	--	--	99	--	--	580	--	--	5	--	--	9	--	--	53	--	--	33
American Indian/Alaskan Native	92	92	4689	88	88	95	494	494	515	48	48	28	26	26	25	24	24	43	2	2	4
White	NC	NC	36450	NC	NC	97	NC	NC	563	NC	NC	7	NC	NC	12	NC	NC	57	NC	NC	23
Students with Disabilities	NC	NC	8093	NC	NC	82	NC	NC	489	NC	NC	50	NC	NC	24	NC	NC	23	NC	NC	2
Students without Disabilities	93	93	70453	98	98	100	495	495	549	47	47	11	26	26	17	25	25	56	2	2	16
Limited English Proficient Students	NC	NC	9323	NC	NC	94	NC	NC	491	NC	NC	47	NC	NC	28	NC	NC	24	NC	NC	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	87	87	34694	82	82	96	496	496	524	46	46	23	26	26	23	25	25	48	2	2	7
Non-Economically Disadvantaged	NC	NC	43852	NC	NC	99	NC	NC	559	NC	NC	10	NC	NC	13	NC	NC	56	NC	NC	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	93	79045	88	88	98	474	474	512	24	24	10	45	45	25	31	31	58	NA	NA	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	48	38860	84	84	98	484	484	519	17	17	7	46	46	22	38	38	62	NA	NA	8
Male	45	45	40075	92	92	97	464	464	505	31	31	12	44	44	28	24	24	54	NA	NA	6
African American	--	--	4250	--	--	98	--	--	500	--	--	12	--	--	31	--	--	54	--	--	3
Hispanic	--	--	31314	--	--	98	--	--	493	--	--	16	--	--	34	--	--	48	--	--	2
Asian/Pacific Islander	--	--	1949	--	--	99	--	--	536	--	--	4	--	--	15	--	--	66	--	--	15
American Indian/Alaskan Native	91	91	4719	88	88	96	473	473	489	24	24	15	45	45	39	31	31	45	NA	NA	2
White	NC	NC	36730	NC	NC	98	NC	NC	532	NC	NC	4	NC	NC	16	NC	NC	68	NC	NC	12
Students with Disabilities	NC	NC	8552	NC	NC	87	NC	NC	463	NC	NC	35	NC	NC	40	NC	NC	23	NC	NC	1
Students without Disabilities	92	92	70493	97	97	100	475	475	517	24	24	7	45	45	24	32	32	62	NA	NA	8
Limited English Proficient Students	NC	NC	9355	NC	NC	95	NC	NC	456	NC	NC	37	NC	NC	48	NC	NC	15	NC	NC	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	86	86	34922	81	81	96	476	476	493	21	21	15	47	47	34	33	33	48	NA	NA	3
Non-Economically Disadvantaged	NC	NC	44123	NC	NC	99	NC	NC	527	NC	NC	6	NC	NC	18	NC	NC	66	NC	NC	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	93	79657	88	88	99	534	534	566	5	5	3	15	15	8	80	80	87	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	50	39120	88	88	99	550	550	580	4	4	2	8	8	4	88	88	92	NA	NA	2
Male	43	43	40423	88	88	98	515	515	553	7	7	5	23	23	12	70	70	83	NA	NA	1
African American	--	--	4290	--	--	99	--	--	560	--	--	4	--	--	9	--	--	86	--	--	1
Hispanic	--	--	31642	--	--	99	--	--	552	--	--	5	--	--	11	--	--	84	--	--	0
Asian/Pacific Islander	--	--	1948	--	--	99	--	--	589	--	--	1	--	--	3	--	--	91	--	--	4
American Indian/Alaskan Native	91	91	4760	88	88	97	533	533	547	5	5	5	15	15	14	79	79	81	NA	NA	0
White	NC	NC	36929	NC	NC	99	NC	NC	579	NC	NC	2	NC	NC	5	NC	NC	91	NC	NC	2
Students with Disabilities	NC	NC	9069	NC	NC	92	NC	NC	508	NC	NC	11	NC	NC	30	NC	NC	58	NC	NC	1
Students without Disabilities	92	92	70588	97	97	100	536	536	573	4	4	2	15	15	5	80	80	91	NA	NA	1
Limited English Proficient Students	NC	NC	9521	NC	NC	96	NC	NC	507	NC	NC	13	NC	NC	24	NC	NC	63	NC	NC	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	86	86	35341	81	81	97	533	533	551	6	6	5	15	15	12	79	79	83	NA	NA	0
Non-Economically Disadvantaged	NC	NC	44316	NC	NC	100	NC	NC	578	NC	NC	2	NC	NC	5	NC	NC	90	NC	NC	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	92	78400	84	84	97	503	503	554	60	60	21	22	22	19	18	18	47	NA	NA	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	54	38686	92	92	98	510	510	554	54	54	20	22	22	20	24	24	49	NA	NA	12
Male	38	38	39636	75	75	96	493	493	554	68	68	23	21	21	18	11	11	46	NA	NA	13
African American	--	--	4193	--	--	97	--	--	533	--	--	32	--	--	23	--	--	40	--	--	5
Hispanic	--	--	30732	--	--	97	--	--	534	--	--	31	--	--	24	--	--	40	--	--	5
Asian/Pacific Islander	--	--	1827	--	--	99	--	--	594	--	--	8	--	--	12	--	--	49	--	--	31
American Indian/Alaskan Native	92	92	4536	84	84	95	503	503	528	60	60	35	22	22	25	18	18	37	NA	NA	4
White	--	--	37038	--	--	97	--	--	575	--	--	11	--	--	14	--	--	56	--	--	19
Students with Disabilities	NC	NC	7840	NC	NC	81	NC	NC	498	NC	NC	60	NC	NC	18	NC	NC	20	NC	NC	2
Students without Disabilities	90	90	70560	94	94	99	504	504	560	59	59	17	22	22	19	19	19	50	NA	NA	14
Limited English Proficient Students	NC	NC	8956	NC	NC	95	NC	NC	502	NC	NC	56	NC	NC	25	NC	NC	18	NC	NC	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	88	88	33014	80	80	95	504	504	534	59	59	31	23	23	24	18	18	40	NA	NA	5
Non-Economically Disadvantaged	NC	NC	45386	NC	NC	99	NC	NC	569	NC	NC	15	NC	NC	15	NC	NC	52	NC	NC	18

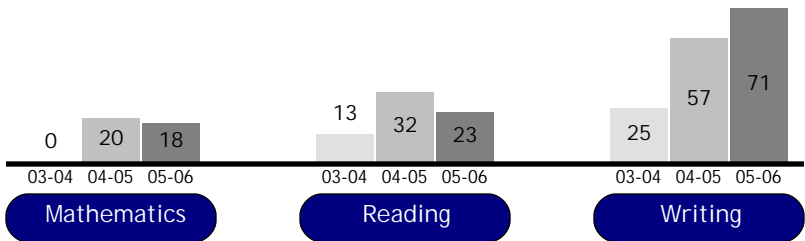
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	91	91	79179	83	83	98	475	475	519	23	23	11	54	54	27	23	23	58	NA	NA	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	53	38974	90	90	99	481	481	524	17	17	8	55	55	25	28	28	61	NA	NA	5
Male	38	38	40124	75	75	97	467	467	513	32	32	13	53	53	28	16	16	54	NA	NA	4
African American	--	--	4243	--	--	98	--	--	506	--	--	14	--	--	32	--	--	51	--	--	3
Hispanic	--	--	30987	--	--	98	--	--	498	--	--	17	--	--	36	--	--	45	--	--	1
Asian/Pacific Islander	--	--	1832	--	--	99	--	--	543	--	--	4	--	--	17	--	--	69	--	--	10
American Indian/Alaskan Native	91	91	4573	83	83	96	475	475	494	23	23	16	54	54	41	23	23	42	NA	NA	1
White	--	--	37467	--	--	98	--	--	539	--	--	5	--	--	17	--	--	70	--	--	8
Students with Disabilities	NC	NC	8567	NC	NC	88	NC	NC	467	NC	NC	39	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	90	90	70612	94	94	99	476	476	524	22	22	7	54	54	25	23	23	62	NA	NA	5
Limited English Proficient Students	NC	NC	9013	NC	NC	95	NC	NC	461	NC	NC	40	NC	NC	48	NC	NC	12	NC	NC	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	87	87	33345	79	79	96	475	475	499	23	23	17	54	54	36	23	23	46	NA	NA	1
Non-Economically Disadvantaged	NC	NC	45834	NC	NC	99	NC	NC	533	NC	NC	7	NC	NC	19	NC	NC	67	NC	NC	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	90	79734	82	82	99	539	539	554	1	1	3	28	28	19	71	71	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	53	39243	90	90	99	559	559	568	NA	NA	2	11	11	12	89	89	85	NA	NA	1
Male	37	37	40413	73	73	98	511	511	541	3	3	4	51	51	26	46	46	70	NA	NA	0
African American	--	--	4285	--	--	99	--	--	548	--	--	3	--	--	22	--	--	74	--	--	0
Hispanic	--	--	31254	--	--	99	--	--	539	--	--	5	--	--	25	--	--	70	--	--	0
Asian/Pacific Islander	--	--	1837	--	--	99	--	--	579	--	--	1	--	--	9	--	--	87	--	--	2
American Indian/Alaskan Native	90	90	4613	82	82	97	539	539	535	1	1	4	28	28	29	71	71	67	NA	NA	0
White	--	--	37668	--	--	99	--	--	569	--	--	1	--	--	13	--	--	85	--	--	1
Students with Disabilities	NC	NC	8943	NC	NC	92	NC	NC	495	NC	NC	11	NC	NC	51	NC	NC	38	NC	NC	1
Students without Disabilities	89	89	70791	93	93	100	540	540	561	1	1	2	27	27	15	72	72	83	NA	NA	0
Limited English Proficient Students	NC	NC	9138	NC	NC	97	NC	NC	492	NC	NC	13	NC	NC	46	NC	NC	40	NC	NC	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	86	86	33718	78	78	97	539	539	538	1	1	5	27	27	26	72	72	69	NA	NA	0
Non-Economically Disadvantaged	NC	NC	46016	NC	NC	100	NC	NC	567	NC	NC	2	NC	NC	14	NC	NC	84	NC	NC	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	98	21	NA	56	97	25	25	51	96	18	18	56
	Language	100	16	16	48	97	20	20	47	96	14	14	50
	Mathematics	100	23	23	66	96	24	24	52	96	15	15	58
7	Reading	97	21	NA	54	92	29	29	50	89	22	22	54
	Language	95	28	28	58	92	28	28	52	90	30	30	58
	Mathematics	96	27	27	62	92	28	28	50	89	24	24	54
8	Reading	91	19	NA	55	95	35	35	51	83	32	32	58
	Language	87	14	14	52	95	33	33	50	83	27	27	56
	Mathematics	89	20	20	61	95	31	31	53	84	22	22	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 1 Student(s)

Council Duties

- Ü School/Business/Community Relations
- Ü School Safety issues/concerns
- Ü Student/parent handbook
- Ü Extracurricular Activities
- Ü Curriculum Development
- Ü Instructional Programs/Strategies

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	24.00
Other Professional Staff	3.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	1	0	0
4 to 6 years	1	1	0	0
7 to 9 years	2	3	0	0
10 or more years	10	4	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	11
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Highly Qualified Teachers	54%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library
- Ü Computer Assessment Lab

Extracurricular Activities

- Ü Apache Club
- Ü Student Council
- Ü Yearbook club
- Ü Academic League
- Ü Basketball
- Ü Football
- Ü Track
- Ü Baseball/Softball

Social Services

- Ü Counseling Services
- Ü Parent Literacy Night
- Ü After school program
- Ü Behavioral Health
- Ü Recommendation to Wellness Center

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü San Carlos Junior High achieved making AYP for 2004-2005 school year.

ü The implementation of the Academic League to compete against other county schools.

ü Math scores increased from previous year.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	79	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

SCJH has 1 security officer and 1 SRO. In-service of classroom management strategies pertaining to At-Risk student behaviors staff dev. Recommendations of student to attend wellness program within community or school. Implementation of 'Character Counts' program. Zero-tolerance of ANY Gang related activity. Reinforce school procedures and policies in regard to student dress code, behavior, etc. Relocation of alternative students and inschool suspension off SCJH campus.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

999

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Elberta Monroe	(928) 475-2262
Transportation Policy	Charlie Kenton	(928) 475-2262
Community Resources	Robert Cassa	(928) 475-2330
School Nutrition Programs	Angella Molinar	(928) 475-2315
Parent Organization	Alvena Bush	(928) 475-2315
Student Health/Nurse	Jackie Tutt	(928) 475-2262

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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